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JUNIOR HIGH SCHOOL

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HANDBOOK

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JUNIOR HIGH SCHOOL



HANDBOOK



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ACKNOWLEDGEMENT

The Department of Education acknowledges with appreciation the contributions of the following members of the Junior High School Handbook Committee.

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JUNIOR HIGH SCHOOL HANDBOOK

CHAPTER I

The Place of the Junior High School in Alberta's Educational Program

The junior high school whose origins might be traced back to the mid 1930's in Alberta and to the turn of the century in the United States is designed to fulfil the needs of the early adolescent group. Recognition of certain unique characteristics and interests of the early adolescent child during the early part of this century resulted in widespread experimentation in program and organization. Educators believed that neither the elementary school nor the high school of the day was designed to provide a program suited to the needs of twelve-to fifteen-year-old youth. Building on the strengths of the Alberta Intermediate School and the successful ventures with the junior high school in other parts of Canada and the United States, Alberta educators in 1936 recommended the 6-3-3 plan of organization now so familiar to residents of this province. The widespread adoption of this pattern both in our province and elsewhere is at once evident of the continuing need for and the success of the junior high school movement. This is not to suggest that junior high schools as they operated a few years ago can adequately meet the needs of today or that junior high schools of today will be able to meet the needs of tomorrow. Junior high school curricula, methods, and pupil and staff organization must remain under constant review. Newer services which are essential must be added, and alternative procedures deemed more appropriate should be employed. Alberta's junior high schools must be dynamic institutions which build on the educational foundations provided in the elementary school.

Alberta's educational program provides for the educational needs and requirements of children and young people by means of elementary schools, junior high schools, senior high schools and various institutions of higher learning. The functions of the junior high school are more clearly understood when viewed in relation to the functions of the elementary school and the senior high school, to the needs of youth, and to the objectives of secondary education in general. A review of these should facilitate understanding of the specific aims and objectives of the junior high school.

The Elementary School (Grades I-VI)

The elementary school program endeavors to meet the educational requirements of children approximately six to eleven years of age. It lays the basis for the fundamental skills and knowledge, as well as for the development of desirable understandings, attitudes, interests, and traits of character.

The Junior High School (Grades VII-IX)

The junior high school provides for the educational needs of the adolescent child. It must continue the development of the basic skills and learnings acquired in the elementary grades and at the same time it must broaden the experiences of the child in the mental, physical, social and aesthetic areas. The junior high school must provide a transition from a common program in which there are virtually no electives in the elementary grades to one of which there is pupil

selection of program and courses. Through varied procedures, such as differentiated programs and non-graded patterns of organization, the junior high school should provide for the diverse interests and capabilities of its students.

The Senior High School (Grades X-XII)

The junior and senior high school grades are often known as the secondary school. Perhaps the fundamental difference between the programs of the junior and senior high school is the degree to which a student may specialize. The general education of the student, begun in the elementary school and advanced in the junior high school, is continued in the senior high school with the added opportunity to specialize in those areas in which he displays ability and interest.

The general objectives of secondary education are based chiefly on the needs of young people. These needs stem from the very nature of the adolescent. The following generalizations about the adolescent point out the unique characteristics and needs of this age group.

The Nature of the Adolescent

The junior high school pupil is no longer a child yet he is not an adult. He has reached or will soon reach the period of adolescence with all its problems of growing up. In order to assist in the developmental process, the following observations should be of value to those who work with junior high school students.

1. Adolescents do not mature at a uniform rate. Generally, girls develop earlier and are more mature than boys of the same age, not only physically but in their interests. Within each sex there is a lack of uniformity in the whole developmental process. To plan an academic program and to conduct extra-curricular activities that will meet the needs and hold interests of those who are at different levels of maturity is a challenging problem for the junior high school.
2. A vital concern of the adolescent is that of being accepted by others of his own age. The gang or group is very important to him. Membership in such a group gives the feeling of belonging, of security, of self-confidence and of being like others. The typical adolescent finds breaking with a friend to be as difficult to accept as parents' disapproval. Identifying with standards and opinions shared by the group usually is a higher priority for the adolescent than is identifying with standards and opinions which his teachers wish him to accept. This situation may be the source of discipline problems in junior high schools.
3. Erratic behavior is a characteristic of the pre-adolescent and the adolescent. One day he may seem very responsible and capable, another day he may seem exceedingly selfish. His moods may change quickly, often increasing in intensity as he becomes older. He expects and wants help, yet resents being told what to do.
4. The adolescent is reaching toward adulthood; he wishes to assume the independence of an adult. He feels an increasing need to make decisions and to assume responsibilities. In learning how to be responsible, he will react better to guidance than to domination. He should not be pushed too rapidly, but if responsibility is not offered him when he shows readiness for it, he may remain immature and continue to play the part of a child, irresponsible and self-centered.

5. Most junior high students are concerned about their status. They are interested in discovering their strengths and weaknesses, their interests and aptitudes. Many who seem to lose interest in their school work and do poorly, because it has no real meaning for them at the moment, show surprising alertness and ability when they are given work relating to things that have value to them. Exploratory subjects and individual and group guidance will often release interests and energies which appeared to be dormant.
6. The average adolescent is an active person. Interest in team games is high. Some adolescents are awkward and self-conscious; some lack athletic skill and will want to withdraw from active games. However, all are in need of group activities and team play which assist in their physical, social and emotional development.

Because of these unique and varied characteristics, the junior high school student is in need of teachers who understand his pattern of growth. He should be provided with opportunities to discuss himself and his problems. He will appreciate those who guide and encourage him without condemning his failures. The early adolescent needs sympathetic help to face many of the perplexing problems of growing up.

The Needs of Youth and the General Objectives of Secondary Education

Briefly summarized, the needs of youth include: good health, social acceptance, training for citizenship, consumer education, familiarity with the tools and methods of learning, an understanding of the physical environment, appreciation of family life and cultural achievements, vocational competence, wise use of leisure time, ethical values in group living, intelligent thought and expression and a realization of the rapidly changing nature of society and the world.

The following general objectives of secondary education in junior and senior high schools are based on the needs of youth as outlined above. These objectives are four in number and, briefly summarized, are as follows:

1. Personal Development

Maximum personal development is to be attained through: good physical and mental health; mastery of skills and subject matter, including the ability to think scientifically through problems relating to the subject matter of the curriculum and their applications to daily life; an appreciation of our cultural heritage; suitable recreational and leisure-time activities; development of character as indicated by sound habits of behavior and wholesome social relationships; and an appreciation of the importance of religion in daily living.

2. Growth In Family Living

Growth in family living includes an appreciation of the importance in society of the home as a happy place offering love and affection to all its members, as a democratic institution with members sharing rights and duties, and as a basis for sound moral and social growth.

3. Growth In Qualities of Good Citizenship

Growth in qualities of good citizenship may be fostered by an understanding of personal responsibilities in the school, community, province, nation and com-

munity of nations; an understanding of the historical background for present-day problems; the training of pupils toward the attainment of consumer competence; the development of democratic behavior and of loyalty to democratic ideals.

4. Occupational Preparation

The school must provide the pupil with a reasonable appreciation of vocational opportunities and of the type of training required for particular occupations. The school should help to develop in the student a willingness to study and to avail himself of guidance services.

The Functions of the Junior High School

The foregoing sections have dealt with the place of the junior high school in Alberta's educational program and, more specifically, with its relation to the elementary and senior high school. They have also indicated in general terms the close relationship between the objectives of secondary education and the needs of youth. The functions of the junior high school which might serve as criteria for judging the success of a particular junior high school follow. It will be evident that various factors requiring emphasis in a particular school system will determine the order of importance of the objectives listed.

1. To provide a setting in which the adolescent is understood and one in which he might experience success leading to a positive concept of self and others.
2. To continue the development in the basic skills and knowledge begun in the elementary school and to broaden the educational program to include more opportunities for students to think critically and to draw generalizations.
3. To provide a breadth of curricular offering suited to the interests and needs of twelve-to fifteen-year-old youth and to permit, wherever feasible, student selection of educational experience.
4. To provide for the mental, physical and aesthetic needs of students and to develop talents in these areas.
5. To provide opportunities within the curriculum and the extra-curricular program for the development of acceptable social, moral and spiritual values.
6. To help pupils discover special interests and abilities that will enable them to set realistic educational and vocational goals.
7. To prepare the student to live successfully in a changing world.

The Function of the Junior High School Handbook

The Junior High School Handbook presents an outline of a program which although minimally restrictive suggests a goal for the future. There is flexibility in the provisions in order to accommodate junior high schools of differing sizes and types. Moreover, provisions in the handbook are such that they encompass, indeed facilitate the adoption of non-grading, team teaching, modular scheduling and other organizational innovations.

CHAPTER II

The Junior High School Program

Full details regarding the general objectives and content of the subjects listed are to be found in the **Program Of Studies** and are developed further in the respective curriculum guides.

Classification of Subjects in the Program

The subjects for study in the junior high school fall into three categories :

A. Core Subjects

The compulsory subjects are:- Language Arts, Social Studies, Mathematics, Science and Physical Education and Health.

B. Group A Options

The Group A options include the fine and practical arts. These subjects are taken on an elective basis, but should be offered only if the resources of the school are adequate.

The chief purpose of these subjects in the junior high school program is to give every pupil an opportunity to explore his own growing interests and abilities in cultural and practical subjects other than those taken as compulsory. It is not intended, however, that experiences in these subjects should end in the mere satisfaction of the pupil's curiosity regarding the nature of the courses sampled. It is equally important that the interests of pupils be carefully cultivated and that special abilities, where they appear, be developed to the maximum.

C. Group B Options

These are academic electives. They are to be offered only in schools where resources permit.

D. Reading

All junior high school pupils should be provided with a reading program as an integral part of Language Arts. Teachers in other subject areas must also assume a part of the responsibility in reading instruction.

Some of the underlying reasons for this are :

1. Reading is a highly complex skill. The junior high school must take responsibility for the development of the higher thought processes.
2. Each content subject presents reading problems specific to itself. Reading skills peculiar to each subject area in relation to the total reading program must be the responsibility of the subject matter teacher.
3. Individual differences in reading competence will always be evident.

Structure of the Program

The time allotment in minutes per week should fall within the limits below. A proportionate number of minutes per year may be used where it is desired to offer courses for part of the school year. Core subjects are compulsory for all students.

Core Subjects

	Minutes per Week
Language Arts	225 - 350
Mathematics	150 - 175
Science	150 - 175
Social Studies	150 - 200
Physical Education and Health	75 - 175

Note : At the Grade Nine level, Group Guidance shall be offered in the core up to seventy-five minutes per week.

Group A Options (Fine and Practical Arts)

The student shall choose two, three or four. The time allotment for each option ranges from 120 to 175 minutes per week.

- Music (Instrumental or Choral)
- Art (Including Arts and Crafts)
- Dramatics
- Home Economics
- Industrial Arts
- Agriculture
- Typewriting

Group B Options (Academic Electives)

Note 1. The academic electives in Mathematics, Science, Language Arts and Social Studies, with the exception of Community Economics, will not be structured in the sense that the course outline will be prescribed. It is anticipated that schools or school districts will structure the courses so that the topics investigated do not overlap substantially the topic investigated in core courses.

The range of time allotments is designed to permit flexibility in the program to adapt it to the needs, interests and abilities of students and teachers.

The student shall choose two, one or none. The time allotment for each option ranges from 100 to 175 minutes per week.

French	Mathematics
German	Science
Language Arts	Social Studies
Latin	Ukrainian

Note 2. Science may be a general course, or may concentrate on one aspect of the course, such as :

Astronomy	Geology
Biology	Physical Science

Note 3. Language Arts may be a general course, or may concentrate on one aspect of the course, such as :

Creative Writing

Literature

Oral Skills, including Public Speaking and Debate

Reading

Note 4. Social Studies may be a general course, or may concentrate on one aspect of the course, such as :

Community Economics

History

Comparative Religions

Psychology

Community Resources

Sociology

Economics

Social Problems

Geography

Information Concerning Options

1. Each year the student will select one of the following programs in addition to the core subjects :
 - a. Four options from Group A
 - b. Three options from Group A and one from Group B
 - c. Two options from Group A and two from Group B
2. Schools having fewer than three junior high classrooms may expand the core and reduce the number of options, if the approval of the superintendent is first obtained.
3. The content of the options may be adapted to the interests of the pupil, the needs of the community, and the special abilities of the teacher. Furthermore, for the purpose of individualizing a student's program, some pupils may, in addition to their choice of options, elect as enrichment to pursue in depth some specific aspects of their chosen options.
4. Independent study by pupils should be encouraged. Such study may be carried out within the time allotted to subject areas, and subject to direction by the instructors responsible for those areas.
5. Choice of options should be made by the pupil. Guidance should be made available to him for this choice. In general, selection of Group B options should be on the basis of strength rather than weakness.

Standing in Music

In every junior high school a special effort should be made by the teacher to determine what students, if any, are taking music by private study and possess certificates entitling them to standing in Grade IX Music. It will be permissible for a teacher or principal to exempt any or all of such students from one Grade IX Option in order that some relief may be extended to them to compensate for the several hours spent in private study each week in addition to their regular school work.

Certificates of the following examining boards, issued for the grade specified in each case, will be accepted by the Department of Education as the equivalent of full Grade IX standing in Music.

CHART SHOWING COURSES IN WHICH CREDITS MAY BE GRANTED FOR MUSIC TAKEN BY PRIVATE STUDY

(High School Courses in Parenthesis)

		Western Board of Music		Royal Cons. of Music of Toronto	Trinity College of Music	Mount Royal	
		SINGING	VIOLIN, VIOLA, VIOLONCELLO	PIANO	SINGING	FLUTE, TRUMPET, CLARINET, SAXOPHONE, etc.	PIANO OR VIOLIN
School Grade in Alberta			FLUTE, TRUMPET, CLARINET, SAXOPHONE, etc.	PIANO OR VIOLIN			PIANO OR VIOLIN
IX	Grade II and Theory II	Grade V Theory II	Grade I Theory II	Grade V and Theory II	Grade V and Theory I		
X	Grade III Theory III (Music 10)	Grade VI and Theory III (Music 11)	Grade III and Theory III (Music 11)	Grade VI and Theory III (Music 11)	Grade VI and Theory I (Music 11)	Grade IV and Theory I (Music 10)	Grade VI and Theory I (Music 11)
XI	Grade V and Theory IV (Music 20)	Grade VII and Theory IV (Music 21)	Grade V and Theory IV (Music 21)	Grade VII and Theory IV (Music 21)	Grade VI and Theory II (Music 21)	Grade VI and Theory II (Music 20)	Grade V and Theory II (Music 21)
XII	Grade VII and Harmony V (Music 30)	Grade VIII and Harmony V (Music 31)	Grade VII and Harmony V (Music 31)	Grade VIII and Harmony V (Music 31)	Grade VIII and Theory III (Harmony) (Music 31)	Grade VII and Theory III (Harmony) (Music 31)	Grade VII and Theory III (Harmony) (Music 31)

This chart is to be used as a guide only. For further information concerning the assessment of documents relating to music from the Royal Conservatory, Trinity College and Mount Royal College, write to The Examinations Branch of the Department of Education.

Promotions and Examinations

1. Placement of pupils within the junior high school and promotion to Grade X will be determined by the school or local administration subject to the provisions of Regulation #7 of the General Regulations under the Department of Education (O.C. 271/68).
2. Annual Grade IX departmental examinations will be set on certain selected core subjects.

CHAPTER III

Relationship of Guidance to the Junior High School Program

Guidance is designed to assist children to understand to accept themselves and, on the basis of that understanding and acceptance, to plan their lives intelligently and independently so as to make wise choices among the various courses of action open to them. Though this assistance will be concerned to a large extent with obtaining a satisfactory solution to educational problems, it should encourage proper appreciation of the need for good physical, emotional, moral and social growth.

The junior high school must concern itself with the solution of problems encountered by children in their early adolescent years. With proper appreciation by teachers of students' needs the school should be able to provide the kind of guidance that encourages sound growth.

Objectives of a Guidance Service

The junior high school, in attempting to meet specific needs of children, should state its objectives as simply as possible. An examination of the objectives laid down in the **Senior High School Handbook** suggests the following special applications :

1. To assist pupils entering the junior high school to become adjusted to their new school situation.

The transition from elementary to junior high school may present considerable difficulty to children.

- a. It is important to recognize that children are approaching adolescence.
- b. They are faced with wider curricula choices.
- c. They are confronted with the problem of learning to adjust to a greater number of teachers.
- d. More emphasis is placed upon the student to accept responsibility.

Attention must be paid to satisfactory orientation to the different types of school situations. Counsellors, where available, should assist teachers in providing this worthwhile orientation phase for the student.

2. To assist pupils in planning their programs :

A. From Elementary to Junior High School

Liaison between junior high schools and elementary schools regarding choice by students of electives is essential. Counsellors can assist administrators in bringing to the elementary school knowledge of courses offered so as to enable students to make wiser choices. By means of group guidance and individual interviews students should be encouraged to plan their programs in terms of their interests and abilities with due attention to the possible use that they expect to make of their education.

B. From Junior to Senior High School

Students in the junior high school should be made aware of the educational opportunities available at the senior high school level. Counsellors and administrators should acquaint themselves with all the programs offered by the senior high schools in their area.

3. To assist pupils in achieving success in school.

The thoughtful teacher is always aware of the effects that success or failure may have upon the developing personality of the student. Proper observation of sound mental health rules and maintenance of a classroom atmosphere that is in agreement with these principles will do much to prevent a situation developing that is not conducive to good growth. Awareness of subject difficulties should be recognized as early as possible and steps should be taken to assist the student in overcoming them.

4. To assist pupils in the solution of personal, social, and emotional problems.

In his personal and social relationships the child may face difficulties which produce emotional crises. An appreciation of the needs of the individual student is important. Children must possess a feeling of security within themselves which often is gained by satisfactory achievement in tasks of which they are capable. Therefore, the counsellor together with the teachers and parents should be prepared to share information leading to a satisfactory solution of problems which students may be facing. When problems arise which are beyond the training and experience of school personnel, assistance of other supporting agencies in the community should be sought.

5. To help teachers provide a better learning atmosphere.

The guidance personnel can be looked upon as resource people to provide assistance to administrators and classroom teachers in such things as :

- a. arranging case conferences
- b. assigning pupils to classes
- c. providing group counselling
- d. interviewing parents
- e. providing information about group dynamics.

6. To provide necessary guidance to pupils entering the senior high school in their school work and in their consideration of possible career choice.

Individual and group guidance through such media as guidance courses, interest groups and counselling periods will provide opportunities for adequate pre-planning of courses for further training at the senior high school level and beyond. Selected standardized tests can help to point out direction to a student. For example, interest inventories provide useful information but the limitations of such tests should be recognized. When tests are used with discretion the student can be better assisted to make a reasonably wise choice of subsequent courses. Care should be taken to avoid too much in the way of prescription and regulation. In addition to standardized test scores, the record of student achievement and the judgements of teachers and parents should be taken into consideration in assisting pupils to make career choices.

7. To provide information for vocational guidance and placement.

Since students are remaining in school longer, since varied programs are becoming accessible in junior high school, and since sociologists predict that job

obsolescence necessitates retraining twice or more for careers during a lifetime, vocational guidance has become of major importance. Provision is, therefore, made in the guidance courses at different grade levels for the introduction of material dealing with the occupational world. Because this is often a topic for group guidance, the school should arrange some means for gathering current information about the world of work and trends in employment. All junior high schools should develop a library of occupational information from materials available from many sources. The Department of Education will furnish any school with a copy of the bulletin, **How To Build An Occupational Information Library**. Junior high schools will be placed on the monthly mailing list upon request and thus receive current information about employment trends.

Responsibility and Guidance

Parents

The home should exercise the greatest amount of influence upon the development of the child; the school must always recognize that close cooperation with the home is highly desirable. Certainly every care must be taken to see that undue pressures are not brought to bear upon the child because the aims of the school and the aims of the home come into conflict. In many school classes, the children come from homes which vary widely not only as to social and economic status, but also as to rules which govern the actions of members of the family. Accordingly, the teacher, the counsellor and other school officials will need to exercise sound judgment in offering guidance to the child. The school should endeavour to work closely with the home in helping the student solve problems which he encounters in his school experiences.

Home Room Teacher

Through daily contact with pupils, the home room teacher occupies a strategic position with respect to guidance. Class activities offer an excellent medium for assisting pupils in discovering their assets. Furthermore, the home room teacher is the sponsor of many extra-curricular activities which offer training and exploratory opportunities for pupils. Daily observation permits him to study the attitudes and special abilities that each individual possesses. For assistance with his problems, the pupil frequently calls upon the teacher. By his manner and attitude, the teacher can develop a classroom atmosphere that aids pupils in their general academic and social growth.

The home room teacher cooperating with the counsellor should accept responsibility for assisting in the gathering and assembling of information which will be of assistance in guiding the student. They should encourage students to appreciate the vocational implications of the various subject fields and in so doing make clear to the students the advantages to be gained from successful accomplishment. The home room teacher is in the best position to know his pupils. His cooperation and willingness to provide information are very valuable to both the principal and the counsellor.

Principal

Sympathetic appreciation of the aims of the guidance program and willingness to cooperate in providing both time and opportunity are among the important contributions that can be made by the principal. His support and encouragement will do much to develop the kind of school atmosphere in which students can

achieve to the fullest. Where a counsellor is available, the principal should see that his counselling and other guidance services are an integral part of the school program. These should be placed on the daily schedule in order to be carried out successfully. Adequate office space, equipment and materials for the counsellor are essential.

The encouragement that the principal gives to the staff members in carrying out their respective guidance functions cannot be supplied by any other person in the school. Success or failure of guidance services can depend to a significant extent on the quality of leadership that principals are prepared to give.

Counsellor and Other Specialists

Where the help of a counsellor is available the principal will rely to a large extent upon him for the success of the guidance services. The counsellor's ability to weave them into the total program of the school will materially affect the nature of the program. It must be appreciated that the guidance program, if separated from the school program as a whole, loses much of its value.

The counsellor must be prepared to give the kind of leadership that is necessary in encouraging other teachers to accept specific guidance responsibilities. He should appreciate the value of specialized training in assisting him to use guidance techniques and methods.

Other specialists who can assist in the development and extension of a guidance program are school psychologists, psychometrists, visiting teachers, medical authorities, social workers, and guidance clinic staff.

Guidance Methods and Instruments

Interviews

The counselling interview is the heart of the guidance program. The purpose of the interview is to reduce other concerns that interfere with good learning. Teachers might well find that the most effective use of pupil time would be to refer the student to the counsellor for an interview. Varying of the counselling schedule will prevent a student from missing the same class several consecutive times.

Further information about the interview may be obtained from any standard reference book on guidance.

Report Cards

One use that should be made of the information the school gathers on the progress of students is in the preparation of periodical reports to parents. Common practice suggests that these should be issued four times during the school year. They provide the opportunity for teacher and student to discuss generally the nature of the progress that the pupil is making and can be used constructively to examine reasons for lack of progress and the methods by which present difficulties can be lessened. They also serve to increase understanding between teachers and parents.

Some school systems are supplementing and to a certain extent replacing report cards by teacher-parent conferences at which time the child's progress is discussed in terms of academic capacity and general adaptability to the school situation. Closer liaison between teacher and parent by means of telephone and personal interview should be maintained.

Cumulative Records

The function of the cumulative record is to gather pertinent information that may be of help to teachers, counsellors and other school personnel as the students progress from Grades I to XII. It is very important that the teachers make professional use of the cumulative records early in the term in order to gain knowledge of their pupils by developing an understanding of their needs, abilities and backgrounds.

It cannot be too strongly emphasized that the information on the cumulative record is to be considered confidential, and that it is to be gathered in an unobtrusive manner which could not possibly embarrass the pupil. The data on each pupil should be collected individually through private interview or by the completion of an information blank. Intelligence level and other ability ratings should be used carefully. The whole purpose of cumulative records can be defeated if discretion is not observed.

The tendency to keep these records in the office of the principal or counsellor is satisfactory providing that the teacher has access to them. In some schools a summary of significant pupil data is given to teachers for all pupils in their classes, with the suggestion that they consult the office records frequently for further information.

Tests and Profiles

The school is interested in gathering statistical information about the child so that it can aid him in meeting his difficulties. Educational authorities have developed standardized tests for the purpose of obtaining such information and have attempted to make such tests valid and reliable. However, there is sometimes a tendency to place too great a predictive value upon results, and care should be taken to see that the limitations of tests are recognized. Tests can be and are very helpful, providing other pertinent factors are considered.

A few suggestions upon which to build a testing program are offered below:

1. Tests should supplement other available data about the pupil. As suggested earlier, the test results are but one of the factors that must be considered in attempting to evaluate the pupil and his progress.
2. Cooperative planning is essential. The entire program should be based upon the results of study to determine the need for information and should include the use of test results in attacking instructional and guidance problems. Accordingly, pupils should be included in the planning in order to ensure their full cooperation. They should understand that the purpose of tests is to effect adequate motivation.

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